

**The Report of the  
Accreditation Visiting Team**

**Lehi High School  
180 North 500 East  
Lehi, Utah 84003**

**April 26-27, 2004**



Utah State Office of Education  
250 East 500 South  
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Salt Lake City, Utah 84114-4200

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Lehi High School  
180 North 500 East  
Lehi, Utah 84003**

**April 26-27, 2004**

**UTAH STATE OFFICE OF EDUCATION**

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**DIVISION OF  
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## **FOREWORD**

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 26-27, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Lehi High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Sheldon Worthington is commended.

The staff and administration are congratulated for the generally fine program being provided for Lehi High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Lehi High School.

Patrick Ogden  
Interim State Superintendent  
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*10/30/03*

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Ilene Carter .....	Supervisor, School Lunch

**LEHI HIGH SCHOOL**  
**ADMINISTRATION AND STAFF**

**School Administration**

Sheldon Worthington ..... Principal  
Fred Openshaw ..... Assistant Principal  
Mari Braithwaite..... Assistant Principal

**Counseling**

Kathy Rich ..... Head Counselor  
Kelly Newbold ..... Counselor  
Siska Giles ..... Counselor

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Dixie Bushman..... Financial Secretary  
Diane Cardon..... Receipt Secretary  
Mary Curtis..... Attendance Secretary  
Carrie Smith ..... Registrar

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Natalie Bagley	Heather Hansen	Debbie Naylor
Dennis Bailey	Valerie Harrison	Kelly Newbold
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Elizabeth Brooker	Yolanda Heyn	Joel Perkins
Brittany Bunker	Jerime Hooley	Brenda Peterson
Radana Clark	Craig Jensen	Vicki Peterson
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Jan Shelton  
Cameron Smith  
Amy Sorensen

Erin Summerill  
Michael Taylor  
Dennis Toland  
Holly Trapp

Elaine Tucker  
Doug Webb  
Becky Wells  
Becky White



# **LEHI HIGH SCHOOL**

## **MISSION STATEMENT**

**Dare to Dream**

**Serve Others**

**Meet the Challenge**

**Achieve**

## **BELIEF STATEMENTS**

We believe that:

Every student has a right to learn, grow, and dream in a safe environment.

Our students are part of a larger community.

Learning should be relevant and meaningful.

Students share in the responsibility of their learning.

We need to meet students where they are and find a way to facilitate their learning and dreams.

Students care about themselves and others and that they want to succeed.

We should be positive role models.

Our school should be a source of pride for the students, teachers, parents, and community.

It is our responsibility to help students discover what future options are available to them and realize what they have gained through their educational experience.

We should empower each student, teacher, and staff member so that they may achieve the goals they have set.

## **MEMBERS OF THE VISITING TEAM**

Andy Odoardi, Salt Lake City School District, Visiting Team Chairperson

Mary Christensen, Cedar City High School, Iron County School District

Earl Kauffman, Murray High School, Murray School District

Ben Ford, Payson High School, Nebo School District

Georgia Loutensock, Utah State Office of Education

## VISITING TEAM REPORT

### LEHI HIGH SCHOOL

#### CHAPTER 1: SCHOOL PROFILE

Lehi High School, located in Lehi, Utah, is one of eight high schools in the Alpine School District. The high school has 1,500 students and is anticipating its largest-ever class of sophomores in the 2004 school year. The growth in both the community and the number of high school-age students has made necessary the renovations and additions being completed this year. A two-story wing with 25 classrooms as been added to the existing building.

The community served by Lehi High School is comprised of primarily middle-class, single-family homes. In the last ten years the city has more then doubled in population. Two-thirds of the workforce commutes, making Lehi a bedroom community for Salt Lake City and Provo. The population is predominately white (94 percent), with the Hispanic population (3 percent) being the next largest group.

a) *What significant findings were revealed by the school's analysis of its profile?*

The school's analysis of the community data has yielded an overall view of the community in terms of race, education, and income.

The school data included SAT 9 scores for the last four years. When comparing these scores, the school found they were at or above the state average but below average in the school district. After looking at the data, the school concluded that changing the required U.S. History course to be taught during the sophomore year, rather than the junior year, would increase the Social Science score. Also, the data led the school to examine when math courses were being taught in the junior high. They found that the junior high needed to give 7<sup>th</sup> graders Pre-Algebra in order to have the students ready for math classes in high school. Science SAT 9 scores have steadily increased over the last four years.

Concurrent enrollment has increased over the last 4 years, while ACT scores have remained just below average. An ACT study course has been implemented to help students increase their scores.

Lehi High School has a 94 percent graduation rate.

b) *What modifications to the school profile should the school consider for the future?*

Lehi High School came up with its own plan to gather data for further analysis. The school should continue its efforts to systematically collect and analyze pertinent student data to guide decisions made by the school. It is suggested that the school collaborate with the district in designing an effective management system that can be utilized by different stakeholders within the school community. This effort should extend to disaggregating both state and national norm-referenced test data by content cluster, gender, grade level, and ethnicity.

**Suggested Areas for Further Inquiry:**

- Create a larger data pool from which to draw GPAs, attendance information, and SAT 9 scores by gender, race, economic status, and grade attendance by term, etc.
- Establish a system to make available or disseminate the student data and pertinent information to all stakeholders.
- Investigate available data to determine whether there is a correlation between GPAs and test scores, including CRTs and standardized tests.
- A broad picture of opportunities provided to students needs to be part of the profile, including a list of school clubs and organizations, with the current size and activities of each. This information would help to communicate and describe the tone of the school.
- Consider reexamining the school survey data and comparing satisfaction levels of students and parents by department. This comparison would allow each department to set performance goals and standards for the department and work collaboratively to achieve these goals.

**CHAPTER 2: THE SELF-STUDY PROCESS**

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

According to the report and the Visiting Team meetings with parents, students, and teachers, all the teachers and administrators were involved in the self-study to some degree. Focus groups were identified, as well as subcommittees for the purposes of organizing, conducting, and developing the self-study. The focus group leaders provided direction and guidance to the process. Each group had interdepartmental representation, as well as parents and students. In addition, each department met to identify how it linked its efforts to the desired results for student learning, and to cite areas of strength and weaknesses. Series of regular

meetings were held with parents and students for input into the development of the desired results for student learning.

The Visiting Team met with the students who were on the focus groups. They have been involved in this process from the beginning. They all felt their input was valued and that they were listened to. Their biggest concern was that the level of communication that had been established during this process would drop off now that the Visiting Team has completed its visit.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The staff recognizes its strengths as effective educators, and yet most of the staff is willing to endorse the concept of continuous improvement on behalf of the students. As the school becomes increasingly knowledgeable about using the self-study process to accurately identify student achievement gaps, reflect on current educational practices, and examine organizational practice, they will become more effective at identifying both their strengths and limitations.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

Lehi High School's desired results for student learning (DRSLs) are as follows:

1. Life Long Learners
2. Complex Thinkers
3. Literate with Employable Skills
4. Effective Communicators
5. Responsible Citizens
6. Team Players

#### **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

One teacher who was on the development committee and said it took one year to develop the mission statement, belief statements, and vision statements. The statement is in every classroom, and the students know what it is and can repeat it.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements clearly reflect the commitment of the school to support student achievement and success. The reiteration of and attention to the belief statements are commendable. The commitment to the desired results for student learning offers a clearly defined focus on the quality of the school's culture and ideals in support of student learning.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

Throughout the narrative of the departmental analysis and the narrative of the focus groups there is clear evidence of attention to the issue of alignment of curriculum, instruction, and the DRSLs with the mission and belief statements and the action plans.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

After visiting with several faculty members, department chairs, and focus group leaders, it was clear that the process of aligning the present curriculum with the State Core Curriculum is ongoing. The faculty is well aware that the results of the CRTs are dependent upon the alignment of the curriculum with the State Core. For areas that do not have CRTs to evaluate the effectiveness of the Core in relation to what is being delivered in the classroom, the departments meet to determine what areas they should focus on and identify what standards should be addressed. Teachers express a high degree of satisfaction with the opportunities to engage in dialogue with colleagues and, at the same time, many staff members request additional opportunities to collaborate with teachers of subject areas outside their department in order to make all curricula more seamless and meaningful.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The faculty and staff at Lehi High School have made a great effort to create a collaborative culture that will benefit all students. All faculty members at Lehi High have developed the DRSLs and a two-year plan to integrate them into their daily instruction. All staff members should continue conversations to provide a collective vision for student achievement. The staff is committed to professional development, and also shows commitment to working toward implementation of new ideas. Additional support, professional development time, and training are

being provided by the administration for the faculty through creative scheduling to allow teachers to maximize collaborative efforts.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

A variety of learning strategies were observed, including lectures, group discussions, student presentations, simulations, personal coaching, and several other strong teaching methods. Learning experiences were suited to the content area and the specific lesson.

The Visiting Team observed lectures, group work, hands-on projects (woods, foods, clothing, computer drafting), investigative learning (task-oriented), book assignments, and creative production (video class). Other classes used research-based activities such as role-playing, laboratory activities, and cooperative learning groups. In most of the classes the students were actively engaged with learning.

Random students were interviewed by each of the Visiting Team members. They reported that as they go through the school day they experience a variety of teaching strategies. The Visiting Team has observed the faculty to be dedicated, hardworking, and committed to students' success. Designing alternative ways of assessing student work, especially as it relates to the DRSLs, will enhance student engagement and achievement.

It is obvious that the DRSLs have had an impact on instructional planning. For example, group work was used in most classes to improve communication skills and teamwork. The classroom and hall management showed an attempt to make responsible citizens. The labs were evidence of improving and fostering complex thinking. The Visiting Team saw a class in which the teacher had the students developing a mock company that included a mission statement and belief statements.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The faculty has given serious attention to the need to recognize and meet the range of students learning styles that are encountered in every classroom. The Visiting Team suggests that the faculty collectively research and expand the use of multiple teaching strategies and instructional delivery options to meet the variety of the needs of all students through the use of differentiated instruction. Incorporating the use of Bloom's Taxonomy will facilitate this process.

Observations by the Visiting Team showed teachers allowing students to work in groups at their own pace, and to work on different projects as their knowledge and comfort increased. All of the classes avoided the traditional lecture mode of listening and note-taking. All classes had open discussions, active participation in labs, assessments, group work, etc. Teachers moved around the room to give assistance, and higher-functioning students were allowed to assist peers. There appeared to be an atmosphere of trust in each class to encourage each student to ask for assistance or clarification when needed.

Math classes taught for concurrent enrollment do not follow the State Core. It follows the university curriculum, and its teachers are required to use the university-selected text and submit a copy of the final exam that is given so the university can verify that the correct standards have been addressed.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The first item that addresses this issue is the Senior Project. The school provided support to each student to assist in fostering lifelong learners during this project. The school's staff has also shown a willingness to assist students before and after school, and parents have commented about the positive effect this has had. Other opportunities available are internships, job shadowing, and ProStart. These are evidence of the administration and staff's attempt to increase student learning outside of the classroom and to continue to foster the ideal of lifelong learning.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The Visiting Team observed a variety of assessments being used in classrooms, including observations, group work, and examples of student work, as well as traditional paper-and-pencil assessments. Schoolwide assessments were limited to standardized state and nationwide tests (e.g., CRTs, UBSCT, SAT, ACT, and AP exams). The Quality Assessment focus group identified the need to study the correlation between grades and scores on standardized assessments.

The focus group "found that teachers and students had different ideas about how well expectations were communicated." Survey data found that 65 to 90 percent of teachers reported that they "always" or "almost always" felt they clearly communicated expectations, while the majority of students felt that teachers "sometimes" communicated their expectations clearly.



- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Teachers are in the process of developing individual assessments that will reflect the school's purpose and performance standards. The departments indicate a sincere effort to cite how they address the DRSLs, but have yet to develop ways to assess how students meet the indicators and standards for each DRSL.

The Visiting Team concurs with the focus groups' recommendation that "teachers need to consistently communicate the purpose of various assessments to their students." Training in formative and summative assessment techniques and analysis of data should be included as topics of professional development.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Assessments appeared to be used in a fair and equitable manner. A variety of activities, projects, and assessments are available for students. Most teachers appeared to be trying to meet the needs and learning styles of students.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The school has established a strong and positive learning environment in which teaching and learning are actively supported. There is a culture of high expectations for students and staff. The school maintains a constant and steady focus on student learning. The school's depth of commitment to improving student learning is clearly evident. Student and staff accomplishments are recognized.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

Most decisions are aligned with the school's beliefs, mission, and goals. According to interviews with teachers, students, and parents, these groups feel that they have had a meaningful opportunity to contribute to the direction of the school. The school's decisions relating to instructional goals have been made by data from the school surveys and focus group discussions. However, there is a lack of sufficient data regarding student achievement, which limits the school's ability to triangulate data from the variety of assessments in its decision-making processes. It is recommended that the leadership continue to extend and refine its data collection efforts as the basis for subsequent action steps.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school's monitoring of student progress in achieving the essential knowledge and skills will be a great challenge for Lehi High. Over the next few years, leadership will be required to regularly assess the effectiveness of instructional practices. The action plans will lead the school to develop a comprehensive assessment system using research-based data to inform subsequent instruction and instructional effectiveness.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The leadership of Lehi High School provides skillful stewardship of the school. Most of the schoolwide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning. The allocation and use of resources are aligned with school goals. Parents, students, and staff members have responded positively to the quality of the climate and culture of the school that has been provided by the school leadership.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The Visiting Team was impressed by the alignment of resources with the school improvement efforts. The school leadership has fostered a learning community of adults, faculty and staff members that models the school's efforts to establish a learning environment for students in the classroom.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school actively engages parents and families as partners in the learning process through a variety of programs, resources, and instructional materials. The school builds collaborative networks of support with community members. The administration is encouraged to continue building the knowledge, skills, and expertise of the faculty to employ data-driven and research-based decision-making that will serve to enhance school improvement planning over the long term.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team was impressed with the feeling of shared enthusiasm felt among the faculty, students, and parents.

The faculty and classified staff are involved in focus groups and teams that are designed to build and foster a sense of ownership and involvement within the school community.

All parents and families are expected to participate in the school experience through SEOPs, parent-teacher conferences, and a parent newsletter. In addition, parents are invited to involve themselves with the school through school committees and a strong PTSA, and many do so. The Visiting Team encourages the school to continue its efforts to foster active community involvement in the school.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Asking local patrons to assist in the assessment of Senior Projects is one major way in which the community is involved. The school clubs also engage the community in many of their activities. Efforts are made in some classes to establish collaborative networks with related community organizations providing, for example, classroom simulations and shadowing, as well as internship experiences coordinated with classroom learning.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The Visiting Team was impressed with the use of quality teaching days, especially when the topic addressed a DRSL in order to teach the techniques used to elicit higher-order thinking from students.

The faculty of has a clear commitment to ongoing professional development. Much of the discussion in the department meetings is devoted to sharing ideas about curriculum and instruction. The administration supports these efforts through the allocation of time and resources.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The administration works to maintain a culture of continuous improvement. Parents, teachers, and support staff feel that the administration is receptive to new ideas. The Visiting Team recommends that the support and resources allocated for the implementation of school goals and action plans be continuously analyzed for effectiveness and impact.

#### **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

##### **Standard I – Educational Program**

This standard is met. Lehi High School offers a comprehensive course of study that meets the graduation requirements, plus a wide selection of elective classes.

##### **Standard II – Student Personnel Services**

This standard is not met. Lehi High School reported a student-to-counselor ratio of 429:1 in the annual report, October 15, 2003. This is a deviation from the standard.

##### **Standard III – School Plant and Equipment**

This standard is met. A new addition was completed this year to provide badly needed space for additional classrooms and administrative areas. The older portion of the campus is in the process of being refurbished to blend with the new addition.

##### **Standard IV – Library Media Program**

This standard is met.

##### **Standard V – Records**

This standard is met.

##### **Standard VI – School Improvement (This is addressed in the self-study.)**

This standard is met.

### **Standard VII – Preparation of Personnel**

This standard is met. All educators are properly licensed and endorsed for their assignments.

### **Standard VIII – Administration**

This standard is met.

### **Standard IX – Teacher Load**

This standard is met.

### **Standard X – Activities**

This standard is met. Lehi High School provides a wide range of activities for students, including athletics, clubs, and various regional and state festivals and performances.

### **Standard XI – Business Practices**

This standard is met.

## **CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN**

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The action plans currently address the major concerns identified by the staff and reflected in the profile data. They effectively address critical areas for improvement. The entire staff is encouraged to focus its efforts on those areas articulated in the action plans that will directly affect student learning and student achievement.

The three action plans clearly and definitively address the critical areas for follow-up. They are well-thought-out and realistic. The Visiting Team felt, however, that the time frame for #1 needs to be tightened up to be completed in one year.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and system-wide?*

The selection and prioritization of the action plans is the outcome of collaboration among all of the stakeholders. The majority of the school participated in the process of developing the action plans. Members of the community, as well as the students, were involved in this process, and a general feeling of commitment exists. The administration is very positive, as well as realistic, in its evaluation of how committed their faculty is to the process and the completion of the action plans. It was evident to the Visiting Team that the leadership team and administration, as well as many members of the teaching staff, share a strong commitment to the action plans. The administration acknowledges that total buy-in to the process will take time and commitment on their part.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school wide action plan appear to be?*

The follow up processes are generally sound. More attention needs to be given to indicators of improvement or movement toward the desired outcomes. The school has set forth a time line for accomplishing the action plans. The action plans list who is responsible for each portion, as well as how progress or information will be communicated to those involved. Evaluations of the process are also included in the action plans.

In order to monitor school improvement efforts and evaluate their effectiveness, the leadership still needs to identify what data/evidence should be collected and periodically/incrementally analyzed by the team. The Visiting Team suggests incremental benchmarks and analyses of how the data from the findings affected instructional strategies, instructional delivery, and curriculum content.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The parents, faculty, and administration are to be commended for their conscientious and diligent efforts in creating a positive culture and climate supportive of good teaching and learning.
- The faculty and administration are to be commended for their ongoing efforts in working to identify the needs of students and parents, and in creating a positive community image for Lehi High School. The community perception of the school as a safe learning environment, with staff holding high expectations for student learning and caring teachers and administrators willing to do whatever is necessary to help students succeed, is validated in the surveys and by the experience of the Visiting Team.

- The administration and staff are to be commended on a sincere effort to conduct a meaningful self-study of their school and to use the process as a foundation for continuous school improvement measures.

### **Recommendations:**

The Visiting Team was in substantial agreement with the myriad of recommendations that come out of the departmental and focus group analyses and the goals of the action plans. These goals are indicative of the high quality of the self-study effort and the integrity of the processes in working to develop the school improvement plans. The Visiting Team hopes to provide some focus for the school's improvement processes and link them to attainable results by virtue of the following recommendations.

- Continue to seek innovative ways of increasing opportunities for teachers to collaborate, share best practices, and implement the school's action plans. The school needs to engage the whole staff in collaborative inquiry with regard to the school's DRSLs.

This would include:

- Working to increase schoolwide understanding of the purposes for and criteria used in selecting the DRSLs.
- Posting the DRSLs as expectations in every classroom.
- In acknowledging the degree of progress being made, and the quality of the recommendations from the focus group reports, the Visiting Team recommends that the faculty collectively study best practices and research in the teaching and assessing of the school's DRSLs, and identify indicators and establish the standards for students' demonstration of the DRSLs.
- The school should continue to develop its self-study document by (1) collecting additional data, then disaggregating and analyzing student data; and (2) aligning the action plans to address the findings resulting from the profile and departmental analyses of how well students are meeting the desired results for student learning.